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ABSTRACT

Presented for teachers of children with learning problems in regular classrooms, grades 1 - 4, this is a developmental, sequential guide for teaching reading at the primary, intermediate, and advanced levels. Material for each level is organized according to behavioral objectives, motivating activities, content (or theoretical base) and appropriate learning aids, and learning activities (or practical application). Teachers are advised to evaluate the children's status, to relate the content to individual needs of the children, to be enthusiastic and versatile, and to expect success. Given for each level are behavioral objectives and activities for vocabulary building, word recognition skills, comprehension associational abilities, oral reading skills, study skills, and library skills. As an example of the approach used to teach word recognition skills at the upper primary level, the pupils are expected to recognize familiar parts in longer words as measured by teacher observation, to analyze compound words such as "everyone", to use learning aids such as word games, and to perform learning activities such as finding two words in a compound word. (MC)

GUIDING GROWTH IN READING

REFERENCE MANUAL

ED 090726

REFERENCE MANUAL

FOR TEACHERS OF CHILDREN WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

GRADES 1-4

GUIDING GROWTH IN READING

by

Annabell T. Scarbrough

About the Author

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It is hoped that this manual will serve as a guide to those educators who are concerned with and share the responsibility for providing a program for teaching children with learning problems in the regular classroom.

Preface

There is an urgency in planning and organizing this Reference Manual for Teachers of Children with Learning Problems in the Regular Classroom. The urgency lies in the fact that there is such a wide gap in the cultural experiences of these children and the grade level curriculum that they are expected to comprehend. To bridge this gap there must be a searching to find the level of understanding and to begin with their experiences and interests in order that a measure of success may be attained.

The defeatist attitude found in the various classrooms observed indicates the need for continuity, enrichment and reinforcement. A variety of activities should be provided in a relaxed atmosphere in which children share in the planning, express their views, discuss problems and evaluate their own progress.

The many materials available to the teacher make the task much easier if she will only explore the many possibilities for her particular group, thereby enriching her program to the point where each child's curiosity would be aroused so that he will seek to find answers for himself and work toward his potential.

Acknowledgements and Appreciation

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Introduction

In every field of learning education is continually moving forward for the child with learning problems in the regular classroom. Today, as we view present situations throughout our country, we can note the many changes in our social structure. The large number of children with learning problems has changed the trend of the home and the school. Many changes have come because of scientific knowledge. These changes have influenced new ideas, philosophies and new methods in teaching in all areas of education. Language Arts is no exception because it is one of the motor roads to child development and carries a tremendous educational load. It penetrates every field of learning because it is also the channel through which our education is secured.

In the school life of the child Language Arts is perhaps the skill that comes into use more frequently than any other. It is regarded as a basic skill; therefore, sufficient time should be provided to teach it effectively.

The format of "Guiding Growth Through Reading" presents in a developmental sequence prescriptions for learning, and it is designed to meet the needs of pupils with learning problems in the regular classroom.

The three major divisions apply in sequence to primary, intermediate and advanced level classes. Each level is organized around the Behavioral Objectives, Motivating Activities, Content or Theoretical Base, Learning Aids and Learning Activities or Practical Application.

There is much repetition at all three class levels which is designed to give the teacher a total view of the program as well as the narrow view pertinent to his particular group. This format assists the teacher in fulfilling the learning style of each child. Teachers are urged to exercise their ingenuity in implementing recommended activities and to explore, freely, the possibility of additional activities.

The manual will be used most effectively if the teacher will relate it to the needs and status of the children with learning problems. The teacher must be enthusiastic and versatile and must expect success. Also, the teacher should evaluate the status of the children before using the manual. The evaluation can be informal and based on her observations and experiences with the children. It will then become evident to the teacher where the children's strengths and weaknesses are with respect to the area of reading and at which point in this manual she should begin instruction.

Annabell T. Scarbrough

SECTION I. PRIMARY LEVEL OF INSTRUCTION

BUILDING A MEANINGFUL VOCABULARY TO MEET THE NEEDS OF PUPILS WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will identify the meaning of words presented visually or orally as measured by teacher observation.	Games based on visual discrimination and comprehension, signals as directions Reading story featuring familiar sounds Making sounds with bells, blocks, whistles, etc. Pantomiming word meanings such as walking, ironing, hammering, painting and jumping	Coordinating hearing, speaking and reading vocabularies Learning Aids: Books Toys Blocks Bells Record player Records Trips Games Housekeeping Corner Tape recorder to tape group participation and individual work	Identifying spoken words with their related meanings Associating the printed word or group of words with a known object or idea Identifying sounds Identifying rhyming words Discriminating between differences in sounds Identifying objects in pictures or in the classroom which have same beginning sounds
The pupils will tell and express in sentences ideas which are recorded by the teacher as measured by participation.	Listening to pupils' everyday experiences Encouraging pupils to dictate stories and poems which can be read back to them Matching words with pictures	Using experience and language charts Learning Aids: Experience charts Picture word cards Word games Flash cards Phrase cards Books	Using words common to the environment and the units of activity Recognizing the word form with familiar pronunciation for which it stands Acquiring a sight vocabulary of words used frequently in the experience charts

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Playing picture games Telling what happened first, next, last, before and after	Filmstrips Pets in classroom	Interpreting story sequence through study and discussion of a series of pictures Caring for pets

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the pupils will recognize the general patterns of words as measured by teacher observation and tests.	Using picture clues to form mental pictures Playing word games Outlining words with colored crayons Arranging pictures in sequence on flannel board	Perception of the word as a whole before analysis Learning Aids: Charts Word cards Phrase cards Pictures	Using picture clues to identify a word or a group of words
Pupils will identify similarities and differences in sounds in the environment as measured by teacher-made tests.	Listening to sounds in the environment: Train Clock Whistle Bell Animal Siren Airplane Rain on the roof or windowpane	Auditory discrimination Learning Aids: Picture cards Word games Filmstrips Recordings Flannel boards Pets in classroom	Imitating sounds Identifying sounds Recognizing rhyming words
After much practice, pupils will recognize similarities and differences in objects and pictures as measured by responses made to teacher's questions.	Making frequent observations of words that begin alike (girl, green, Betty, Billy) Playing word guessing games (I am thinking of a boy's name that begins with a B sound). Identifying words that look alike	Visual discrimination Learning Aids: Phrase cards Sentence cards Pictures Story books Flannel boards Trips Art materials Paints	Locating pictures and objects that are different Finding words with gross similarities and differences in word form

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
After much practice, pupils will use comprehension and associational abilities through listening and oral discussion as measured by participation.	*Engaging in conversations, discussions and dramatizations* *Making up several endings to a story* *Dramatizing stories* *Listening and following directions* *Telling a reading group interesting parts of stories*	*Reading for purpose under guidance* *Learning Aids:* *Books* *Rhymes* *Pets* *Toys* *Games* *Charts* *Pictures* *Trips*	*Recognizing the main idea, making inferences, interpreting pictures and stories* *Anticipating the ending* *Adding an imaginary ending* *Making decisions* *Deciding on the sequence for dramatization* *Solving problems* *Recognizing emotional reactions* *Seeing relationships*

ORAL READING SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will interpret thought in pictures as measured by participation.	*Arranging pictures in sequence on flannel board* *Arranging sentences in sequence to tell the story*	*Reading for a purpose* *Learning Aids:* *Pictures* *Games* *Sentence strips* *Phrase cards* *Recordings*	*Establishing sequence in pictures* *Participating in and understanding oral communication* *Following simple recipes:* *Making apple sauce and pumpkin pies* *Integrating measurements:* *½ cup* *Teaspoon* *Tablespoon* *Measuring cups* *Measuring spoons*

STUDY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The student will demonstrate the teacher's spoken directions and work independently as measured by participation.	Listening to directions, remembering details and carrying out instructions	Directed and independent activities Learning Aids: Drawing paper Paints Crayons Word games Phrase cards Pictures Films and filmstrips Trips	Following directions Classifying and matching objects or pictures which reflect or record experiences Matching names Observing materials on bulletin board Finding similarities and differences in pictures Interpreting meaning of the printed symbols through picture clues Labeling pictures in sequence Making booklets around centers of interest

LIBRARY SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
After much discussion and practice, pupils will use simple library manners as measured by teacher observation.	*Taking pupils to the library and discussing care of books with librarian* *Listening to stories such as "Time for Fairytales"* *Playing games such as "If a Book Could Talk, What Would It Say?" (Don't make a dog ear on the corner of my page)* *Reading picture books from the library*	*Library activities* *Learning Aids:* *Story books* *Filmstrips* *Role-playing* *Trips* *Pets* *Resource people*	*Encouraging frequent visits to the school library* *Listening to stories in the library* *Looking at pictures and picture books*

BUILDING A MEANINGFUL VOCABULARY TO MEET THE NEEDS OF PUPILS WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the student will associate words with their meanings as measured by teacher-made tests and pupil participation.	Matching words and phrases with pictures Using visual-auditory perception of double vowel sounds: oa, boat, coat; ee, see bee Adding endings to root words Matching a list of words to identical words in context Using picture clues to form mental images Recognizing a word from the sense of the sentence	Coordinating hearing, speaking and reading vocabularies Learning Aids: Poems to enjoy Pictures Picture word cards Books Phrase cards Sentence cards Word games Charts for charting progress Resource people Tape recorder for taping children's voices, poems and stories	Recognizing the forms and meanings of words through the use of picture clues, context clues and sight recognition clues Learning forms of words and associating these forms with pronunciation of the words Discriminating between the similarities and differences in letters of the alphabet Recognizing a word using either a small or capital letter Comparing a new word with a known word through comparison of the beginning or ending sound Substituting beginning sounds in known words and noting the changes in meanings

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
Given many opportunities for discussing and sharing ideas and experiences, pupils will organize thoughts for oral and dictated stories as measured by participation.	Listening attentively and courteously to contributions of others (taking turns) Engaging in conversations, discussions and dramatizations Following in sequence instructions for performing tasks	Using experience and language charts Learning Aids: Trips Films Programs Books Toys Art materials Paints Brushes Crayons	Learning and understanding story sequence Recognizing words used in previous charts Enlarging the vocabulary Reading experience chart stories Recording news items of interest

WORD RECOGNITION SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will use context clues to aid recognition of a word or a group of words as measured by participation and teacher-made tests.	Matching a list of words with identical words in context Making a list of words with identical initial beginnings and blends Building list of family words Dictating stories for teacher to write	Perception of the word as a whole before analysis Learning Aids: Phrase cards Sentence cards Matching labels Pictures	Recognizing similarity to known words Using context clues to recognize words
The pupils will hear differences in spoken words as measured by teacher observation	Identifying similarities and differences in sounds Imitating sounds heard Listening to information read or told by the teacher or others	Auditory discrimination Learning Aids: Word games Listening games Records Stories Pictures	Recognizing words beginning with same sound Participation in choral speaking
After much practice, pupils will use left to right scanning of words as measured by teacher observation.	Recognizing differences between objects, pictures and later symbols Matching sentences, phrases and later, words	Visual discrimination Learning Aids: Alphabet cards (capital and small letters) Flash cards Picture card games Phrase cards	Recognizing words beginning with same letter Recognizing the capitalized and small form of words Recognizing similarities and differences in letters of the alphabet

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will hear and perceive initial consonant sounds "l" as in look, "m" as in mother as measured by teacher observation	Using picture and contextual clues for word recognition Noting the similarity in the physical appearance of words Listening for beginning sounds of "l" and "m"	Phonetic analysis Learning Aids: Word games Tape recordings Charts TV phonic lesson "Listen and Do" records	Using a combination of initial consonant and picture clues Using a combination of initial consonant and context clues Using a combination of initial consonant, picture and context clues Outlining words with colored crayons Listening to and perceiving initial speech sounds (ex, ch, th) Listening to and perceiving initial consonant sounds Hearing and perceiving final consonant sounds Hearing initial blends: ex, bl, br

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will recognize familiar parts in longer words as measured by teacher observation.	Analyzing compound words; ex.: everyone, upon, bookshelf, sometime Identifying known parts of simple compound words; ex.: grandmother, sometimes Recognizing that suffixes may be added to some words to make new words (play, plays, played, playing) Using the s form of the verb Recognizing singular and plural forms of nouns	Structural analysis Learning Aids: Word games Word blocks Picture charts Listening games	Finding two words in a compound word Using derived forms of verbs formed by adding s, ed, and ing Using derived forms of nouns formed by adding s

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will relate ideas read to personal experiences as measured by participation.	*Listening to teacher read difficult material for information needed* *Exchanging experiences and telling about interests during sharing period* *Listening to discover the order of events in a story read by the teacher or others* *Following in sequence instructions for performing tasks* *Listening and making own contribution to appropriate points in conversation*	*Reading for a purpose under guidance* *Learning Aids:* *Storybooks* *Experience charts* *Trips* *Games* *Science apparatus and equipment* *Filmstrips* *Paper* *Pencils* *Paints*	*Expanding reading skills introduced through listening and discussions in previous levels* *Finding important details* *Finding answers to questions* *Interpreting the story in sequence* *Anticipating the outcome*

ORAL READING SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will use phrase words in thought units as measured by teacher-made tests.	Making frequent observations of words that begin alike (girl, green; Betty, Billy) Using contextual clues for word meanings Using markers rather than pointing with fingers Making booklets of own experiences Reading to other pupils sensing the mood of a selection: sad, happy, humorous Watching punctuation to develop proper phrasing Working with dictionary to learn how to use words with multiple meanings; ex.: light a lamp light; not heavy, light, to land on	Reading for a purpose Learning Aids: Tape recorders Rhymes and jingles Games Books Stories Opaque projector Overhead projector Language masters	Pronouncing words with attention to initial consonant Reading smoothly and clearly Adapting voice to conversational parts in a story Participating with others in reading rhymes and jingles

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will match pictures with words in thought units as measured by teacher-made tests.	Matching a list of words to identical words in context Identifying familiar words that begin alike (baby, boy, big) Using labels on objects Reading and matching whole sentences instead of one word at a time Choosing easy books to read	Directed and independent activities Learning Aids: Experience charts Pictures Phrase cards Games as lotto Matching word cards Overhead projector Opaque projector Art materials: scissors paste	Expanding the development of study skills Matching pictures with words Matching objects with words Matching pictures with words in thought units

LIBRARY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will use the proper handling of books as measured by teacher observation.	Dramatizing (role play) Using books properly Visiting schools and public libraries Selecting reading materials from bookmobile Discussing care of books with librarian Playing games Making picture booklets of illustrations of stories read Making one or more new titles for a story Making several endings to a story Arranging pictures in sequence on flannel board Arranging sentences in sequence to tell a story	Library activities Learning Aids: Films and filmstrips SStorybooks Pictures Puzzles Overhead projector Opaque projector Art materials: paints crayons brushes paper	Extending library activities introduced previously Reading simple picture books and easy storybooks Dramatizing stories Matching picture dictionary Matching words, thought units and sentences Finding similarities and differences in words Arranging sentences in story sequences Distinguishing between true and untrue sentences

SECTION II. INTERMEDIATE LEVEL OF INSTRUCTION

BUILDING A MEANINGFUL VOCABULARY TO MEET THE NEEDS OF PUPILS WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will associate reading with a written record of experiences as measured by teacher-made tests.	Writing and reading creative stories Recording experiences Reading to get needed information (science, health, problems)	Coordinating hearing, speaking and reading vocabularies Learning Aids: Word games Phrase and sentence cards Books Pictures	Continuing to strengthen the skills in the previous level Locating phrases to give answers to questions Understanding the use of sentences as a thought unit Reading easy books
Pupils will recognize variand endings (s, ed, ing) and the ways in which they affect the meaning of words as measured by teacher observation and pupil participation.	Recognizing a word from the sense of the sentence Examining a book to learn that many words form their plural by adding s Underlining base words with colored crayons Making original sentences with words that have varied meanings such as band, fly and ring Reading whole sentences instead of one word at a time Browsing in the library corner often		

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will use words, phrases and sentences which express the intended meaning as measured by participation.	Planning and discussing radio and television skits Making and evaluating recordings of discussion groups, jokes, and stories Using experiences for composing and reading daily needs in the classroom such as news on chalkboard and assignment to room responsibilities Providing a variety of interesting materials such as experience charts which tell about such activities as trips, parties, plays, and other meaningful experiences	Using experience and language charts Learning Aids: Charts Storybooks Trips Films and filmstrips Talks and discussions Books Toys Games Recordings Tape recorder	Continuing to use experience and language charts Participating in group discussion leading to the making of choices of stories, events or experiences to be recorded Enlarging the vocabulary as reading experiences become more varied Reading the charts fluently

WORD RECOGNITION SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will skip over a new word to see if the context and picture will furnish a clue as measured by teacher observation.	Recognizing the word from the sense of the sentence Using word recognition as: supplying a word that fits into the sentence Identifying known parts of words (play-ing; jump-ed) Referring to the pic-ture to supply the unknown word Building lists of family words (dig; big) Adding endings to root words Listening to words beginning with initial consonant sounds (t in ten; b in ball, boy) Making and giving hand puppet shows Comparing facts and incidents read with those of their own experiences	Perception of the word as a whole before analysis Learning Aids: Word lotto Matching games Listening games Pictures Opaque projector Overhead projector Programs Films and filmstrips Stories Transparencies	Strengthening the skills introduced in all previous levels Combining speech sounds with picture and context clues to identify a new word Drawing and verifying inferences Verifying information and conclusions Summarizing and organizing ideas

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will associate story experiences with real life happenings as measured by participation.	Identifying known parts of simple compound words: grandmother; sometimes Referring to the picture to supply the unknown word Matching words that begin or end with such consonant blends as ch, sh, wh, th (which, watch, chair, children, she, shall, show)	Reading for a purpose under guidance Learning Aids: Charts Pictures Storybooks Word games Films and filmstrips Language master Recordings Phrase and sentence cards Listening games	Maintaining and expanding the skills introduced in previous level Anticipating plot developments Drawing conclusions

ORAL READING SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will pronounce words correctly as measured by teacher-made tests and participation.	Reading in many audience situations Using word recognition as: supplying a word that fits into the sentence or story Identifying known parts of words (playing, jumped)	Reading for a purpose Learning Aids: Charts Books Games Language master Overhead projector	Continuing development of learning initiated in the primary level

WORD RECOGNITION SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the pupils will associate sounds with beginning and ending consonants as measured by teacher-made tests.	Recognizing and picking out words with designated consonant and vowel sounds Listening for beginning and ending consonants Matching words that begin or end with such consonant blends as ch, sh, wh, th (which, watch)(chair, children) (she, shall, show) Identifying rhyming words in groups Supplying rhyming words	Auditory and visual discrimination Learning Aids: Phonovisual charts Games Books Records Record player Tapes Filmstrips Bulletin boards	Noting rhyming words that are similar in appearance Substituting initial and final consonants Selecting and matching words beginning with the same consonant or with the consonant speech sounds: ch, sh, th, wh
After much practice, pupils will perceive that the letters a, e, i, o, and u are called vowels as measured by teacher observation.	Becoming familiar with the vowels and vowel combinations Ex: a, e, i, o, u; ie, ee, oo, ou, eo, Knowing and using long and short vowel sounds and markings	Learning Aids: Books Recordings Tapes Charts Games	Listening to the short vowel sounds Listening to the long vowel sounds Perceiving the word and the use of e at the end of the word

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
After much practice, the pupils will perceive that the letters a, e, i, o, u have a short sound as measured by participation.	*Recognizing the vowels (a, e, i, o, u); vowel blends (oi, ei); vowel combinations with varying sounds (ea); and single consonants and important consonant blends (cr, st, gr, ch)*		
After much practice, the pupils will perceive that the letters a, e, i, o, u have a long sound as measured by participation and teacher-made tests.	*Marking vowels to show the effect of the silent e* *Using long and short vowel markings* *Ex: sight; sit*		
After much discussion, pupils will find the base word in derived forms as measured by participation and teacher observation.	*Recognizing that suffixes may be added to some words to make new words (walk, walking, walks, walked)* *Adding endings to root words* *Using prefixes, suffixes and root words* *Adding suffixes to root words*	*Structural analysis* *Learning Aids:* *Charts* *Word games* *Newspapers* *Dictionaries* *Filmstrips*	*Identifying simple contractions* *Identifying the suffixes s, ed, and ing*

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the pupils will enunciate words clearly with attention to initial consonant blends and ending sounds as measured by participation and observation.	Observing punctuation marks by noting complete statements, questions, and breaks in thought Sensing the mood of a selection; e. g., sad, happy, humorous Dramatizing and discussing words showing sound, beauty, humor, mystery, mood and purpose while reading Choosing poems for choral reading	<u>Learning Aids</u>: Opaque projector Flannel board Storybook characters Poetry	Controlling pitch of voice Establishing reading pace to fit the story Creating mood of a story by varying the voice Reading simple notices with clarity and ease Blending voice with others in choral reading

THERE SHE BLOWS!

STUDY SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will locate materials and information as measured by participation and teacher observation. *Pupils will select and classify words, phrases and sentences for a variety of purposes as measured by participation and teacher observation.*	*Recognizing the parts of a book* *Using the table of contents to answer these questions:* *What is the title of the book?* *On what page do you read about a "big brown dog?"* *Picking out details of a story to support the main events* *Identifying types of stories as factual or imaginary* *Sharing stories read independently with the class during story hour*	*Directed and independent activities* *Learning Aids:* *Picture books* *Hoffman Reader* *Games* *Tapes* *Storybooks* *Films and filmstrips*	*Maintaining and expanding study skills introduced in previous level* *Finding story titles and page numbers* *Reading quickly to locate information* *Using the table of contents in locating a story* *Organizing story incidents for oral discussion* *Reading independently in easy books on primary level* *Reading to determine whether a story is true or imaginary*

LIBRARY SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will use colorful picture dictionaries as measured by participation	*Learning to arrange words in alphabetical order by the first letter* *Alphabetizing word cards* *Learning to use the picture and context clues in a picture dictionary*	*Library skills* *Learning Aids:* *Alphabet cards* *Pictures* *Tapes* *Games*	*Using letters of the alphabet to arrange a picture dictionary*

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will recognize and discuss the homonyms and the meaning associated with each as measured by participation and teacher-made tests.	Playing games using antonyms dark, light night, day big, little Giving exercises with homonyms here, hear too, to, two made, maid Introducing variants of words such as: joy, joyous joyful, joyfully Enriching word meaning by giving practice in using a word with multiple meanings: Mother baked me a roll. I can roll over. I saw a big wave roll in. Roll up the paper for me. Finding and hearing common elements in rhyming words name, came set, pet way, day	Coordinating hearing, speaking, and reading vocabularies Learning Aids: Word games Word puzzles Filmstrips Charts Recordings Dictionaries Pictures Toys Other objects	Continuing to strengthen the skills enumerated in the previous level Finding opposites and the meanings associated with each Associating words with related meanings: Example: cup and saucer Associating all words with their meanings Hearing and identifying familiar sounds in the compound words Recognizing differences in meaning due to changes in the word form by adding the comparative ending Understanding the use of a paragraph as related to thought units

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Working with the dictionary to learn how to use words with multiple meanings Example: light, a lamp light, not heavy light, to land on		

WORD RECOGNITION SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupil will identify important facts to be recorded in progress as measured by participation. After much practice, pupils will dictate narrations in proper sequence as measured by participation and teacher observation.	Finding and reporting information about science exhibits or seasonal happenings Reading stories that extend concept of time and space Example: Children Far and Near Telling stories Recognizing when to use the capital, period, question mark, exclamation mark and quotation marks Locking at a story to discuss why the exclamation and quotation marks were used.	Using experience and language charts Learning Aids: Experience charts Pictures Field trips Books Encyclopedias Listen and Do records Language master Finger plays Clay Simple stitchery	Continuing the use of charts Formulating questions to serve as guidelines for discussion and study in science and social studies Referring to the charts for information as needed Observing the influence of simple punctuation in the meaning of a sentence
After much practice, pupils will use phonetic and structural clues as measured by teacher-made tests and participation.	Identifying root words Analyzing compound words Finding and hearing common elements in	Perception of the word as a whole before analysis Learning Aids: Phonovisual chart Opaque projector	Strengthening the skills introduced in previous levels Looking at the total word, and if the meaning cannot be gained from context clues, then

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	rhyming words such as run, sun Associating sound with the printed symbols Using correct sound with the vowel symbols Underlining vowel combination sound in words Recognizing and picking words with designated consonant and vowel sounds Using long and short vowel markings Example: sī̄ght, sĭt Building new words by adding suffixes and prefixes; Example: cook, cooking, cooked; healthful, unhealthful	Overhead projector Language master Phrase cards Word card games Pictures Books Listen and Do records Consonant and vowel worksheets to accompany records	automatically applying known phonetic and structural clues
The pupils will hear and perceive known parts, common parts, and phonetic parts as measured by	Using rhymes in recognizing likenesses and differences in words; example: lake, rake, sake	Auditory and visual discrimination Learning Aids: Phonovisual charts	Hearing likenesses and differences in words Hearing and perceiving syllable division, one two and three syllables

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
participation and teacher-made tests.	Tapping out a word or word parts Listening for pronunciation units in words and tapping out word parts Dividing words into syllables Recognizing the vowels a, e, i, o, u, and y Displaying pictures and word cards with one, two and three syllables	Word games Pictures Peabody Language Kit S.R.A. Kit "Listen and Do" records Consonants and vowels Worksheets to accompany records	Hearing and perceiving short vowel sounds: a, e, i, o, u, y
The pupils will identify new words through changes in initial and final consonants, consonant digraphs and blends (two letters; example: cl, dr; three letters: example: spr, spl) as measured by participation and teacher-made tests.	Locating and practicing spelling study procedures such as: See the word. Say the word. Visualize the word. Check the word. Making application of mnemonic devices or memory aids such as: Put i before e except after e or when sounded as a as in neighbor or weight	Phonetic analysis Learning Aids: Tape recordings Records Reference books as: Spelling books Dictionaries Self-practice materials for word study skills Crossword puzzles Word domino and other word games Progress record chart	Understanding variant sounds of c, g, and s Understanding the silent letters in consonant digraphs: example, kn, gh, wr Recognizing all single consonants in initial, medial and final positions Understanding the use of the short vowel sound

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Using the consonants and consonant sound blends; example: t, temple; th, thing; th, the Becoming familiar with the vowels and vowel combinations; example: a, e, i, o, u; ee, oo, ou, eo, ie Working with silent e Developing own dictionary from new word lists Discussing various consonants and sounds	Charts Bulletin boards	Recognizing double vowels Recognizing phonetic parts; example: au, aw, oi Understanding the use of the long vowel Recognizing the affect of r on preceding vowel; example: ar, er, ir, or, ur

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will identify syllables in words, recognize word variants formed by adding y to the known word; example: sleepy, as measured by participation and teacher observation.	Adding suffixes to root words Adding suffixes and prefixes to base words Finding correct word forms for missing blanks in sentences Building compound words from other words (i. e., Mother, Grandmother) Finding word parts Distinguishing between similarities and differences among visual elements in words Interpreting the meanings of words in context to recall familiar meanings and to learn new meanings Building new words by adding suffixes and prefixes	Structural analysis Learning Aids: Word lists Games Tapes Recordings (Listen and Do) Worksheets to accompany SRA Kit Peabody Language Kit Alphabet cards Bulletin board displays	Understanding words formed by adding es to nouns Understanding the derived forms of verbs; example: fly, flies Determining the division in compound words Recognizing words formed by doubling the final consonant; example, stop, stopped Understanding the use of the apostrophe; example, boy, boy's Recognizing hyphenated words; example, snow-white Recognizing comparative form er; example: new, newer Recognizing use of er form; example: singer

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Analyzing compound words using possessive to indicate ownership Using word structural analysis to understand alphabetizing word endings, contractions and abbreviations		
After much practice, pupils will select significant details and identify characters through story detail as measured by teacher observation.	Forming images from stories read Using picture clues to form mental images of the story to answer questions asked by the teacher Developing a cast of characters as they appear in the story Reading to get the main idea of a sentence or paragraph Reading situations from stories to tell how one would react in a similar situation	Reading for a purpose under guidance Learning Aids: Films Filmstrips Storybooks Pictures Poems Discussion Books from the library and Bookmobile Peabody Language Kit Hoffman Reader Control Reader (to increase rate and speed)	Maintaining and expanding the skills introduced in previous levels Observing and reacting to descriptive language Observing and reacting to the mood of stories and poems Seeing relationships in cause and effect Exercising judgement

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Reading stories that extend concepts of time and space Reacting favorably to find solutions of problems involving human relationships		

ORAL READING SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will interpret the meaning in a story using correct diction and proper phrasing in a relaxed manner and with a pleasing voice as measured by participation.	Keeping records of books read and enjoyed Observing punctuation marks and presenting material read orally in natural thought units Selecting characters and reading parts for: role-playing quiz programs assembly programs television skits Discussing personality traits of characters Identifying one's self with characters Participating in choral reading of favorite selections Sharing humorous materials with others Practicing with teacher before reading in audience situation Perfecting word recognition techniques to insure smooth flow in oral reading	Oral reading for a purpose Learning Aids: Easy reading books Experience charts Films and filmstrips Dramatizations Enunciations and pronunciations	Continuing development of learnings initiated in previous levels Adjusting reading to wider audience Correcting poor speech habits Recognizing and interpreting different voice qualities in conversational parts of stories

STUDY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will use the alphabet to locate words in the dictionary as measured by teacher-made tests.	Making class dictionary of most used words Using guide words as an aid in dictionary work Developing own dictionary from new word list Using word structural analysis to understand alphabetizing, word endings, contractions, and abbreviations Alphabetizing spelling words Alphabetizing according to first, second and third letters of words Using the encyclopedia to gather information and noticing guide letters, arrangement of material and indexes Finding and reading sections of materials to prove a point or provide answers to specific questions	Directed and independent activities Learning Aids: Alphabet cards Books Films Tapes Charts Spelling books Dictionaries Newspapers	Maintaining and expanding the development of study skills introduced Alphabetizing words by a single letter on lists, charts, or in individual files Using several sources of easy material to solve problems Re-reading to verify information

LIBRARY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will browse and choose books of their own liking as measured by participation.	Learning to choose materials to enrich special topics Visiting school and public libraries and bookmobiles to select easy reading books Participating as library helpers through library club activities Sharing books with others Purchasing books for classroom library Learning names of authors, titles of books, and how and where to locate them	Library activities Learning Aids: Books Films Filmstrips Pictures Trips	Extending library activities introduced in previous levels Accepting the responsibility of book borrowing Learning the technique of checking out a book in one's own name Learning simple arrangement of library in big categories Understanding that the author is the one who writes the book

BUILDING A MEANINGFUL VOCABULARY TO MEET THE NEEDS OF PUPILS WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, pupils will recognize the form and meaning of the common suffixes used in the vocabulary of this level as measured by teacher observation. Pupils will identify descriptive words and phrases as measured by participation.	Charting synonyms, homonyms, and antonyms Discussing word rules Building new words by adding suffixes and prefixes; example: cook, cooking, cooked; healthful, unhealthful Working with the dictionary to learn how to use words with multiple meanings: light, a lamp; light, not heavy; light, to land on Finding and hearing common elements in rhyming words: name, came Reacting appropriately to descriptive expressions: hot soup a new coat going to a dentist a busy corner	Coordinating hearing, speaking and reading vocabularies Learning Aids: Charts Books Tape recorders Recordings Group discussions Stories Plays Word games Dramatizations Filmstrips Descriptive words Simple stitchery Labels Arts and crafts Pets Trips	Continuing to strengthen the skills enumerated in previous levels Forming mental images of word meanings Using common homonyms Understanding common and colloquial expressions Recognizing the use of a pronoun Choosing the correct meaning of a word from several definitions Discovering implied meanings of words, phrases, sentences and paragraphs Recognizing and understanding contractions

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Writing a skit, a short story, and a poem about some situation, series of events, or characters Using individual expressions such as beautiful, cute or real		
The pupils will record important steps in experiences, directions and questions in other content areas as measured by participation.	Thinking ideas through and arranging them in orderly sequence Making composite stories from natural activities: special events (a birthday party); trips (to a farm or park); sharing time (dolls, trucks brought to the classroom) Organizing reference and research material into outlines, summaries and notes	Using experience and language charts Learning Aids: Trips Discussions Games (word lotto) Charts Panel discussions Choral speaking	Continuing the use of charts Expressing ideas and thoughts clearly Formulating key sentences Summarizing important facts

WORD RECOGNITION SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will scrutinize a word to form visual imagery as measured by teacher observation and teacher-made tests.	*Making frequent observations of words that begin alike (girl, green; Bobby, Billy)* *Matching a list of words with identical words* *Building a list of family words (big, dig)* *Analyzing words to determine their structural elements:* *roots* *prefixes* *suffixes* *compound syllables* *accented syllables* *Tapping out syllables of words from a study list (i. e., walking)* *Pronouncing words in syllables* *Recognizing the number of syllables in a word* *Identifying long vowels*	*Perception of the word as a whole* *Learning Aids:* *Filmstrips* *Flash cards* *Recordings* *Language Kit (Peabody)* *"Listen and Do" recordings by Houghton Mifflin Company* *Charts* *Vowel sounds* *Pictures* *Picture dictionaries* *Word cards* *Games* *Word puzzles* *Mimeographed handouts*	*Strengthening skills introduced in all previous levels* *Hearing syllable division and the use of accents*

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Identifying short vowels Underlining the vowels a, e, i, o, and u in words; example: ring, tell, kind, say, bed, hop, get, she, cold, he, sang, thing		
After much practice, pupils will recognize and sound vowel diphthongs (two vowel combinations with a new sound: example, oi as in oil as measured by participation	Recognizing new words resulting from the association of sound with the printed symbols as: The correct sounds with vowel symbols The correct sounds with consonant symbols Using rhymes in recognizing phonetic elements as lake, sake, rake or flight, bright Hearing and identifying final speech sounds and blends Recognizing principle of final e	Auditory and visual discrimination; phonetic analysis Learning Aids: "Listen and Do" recordings by Houghton Mifflin Company Worksheets Tape recordings Filmstrips Word games Charts Dictionaries Spellers Language master Overhead projectors Opaque projectors Chalkboards	Blending sounds of three letters; example, str, spr Identifying short sounds of the vowel Identifying the long sounds of the vowels Recognizing the final e showing that the sound of the preceding vowel is long Recognizing and sounding vowel diagraphs; example: ai, as in pail Understanding the meaning of accent Recognizing the difference in the long and short vowel sound in

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Hearing and identifying ai, ay, ee, oo, oy Learning that diacritical marks are used to indicate accent or sound quality (long vowels, short vowels, separate vowels, etc.) Macron (-) Breve (⏑) Schwa (ə) Circumflex (^)		open and closed syllables; example: open syllable, pa-per; closed syllable, pal-ace
The pupils will recognize and apply simple principles governing vowel sounds as measured by participation.	Building new words by adding suffixes and prefixes; example: cook, cooked, cooking; healthful, unhealthful Identifying root words; example: playful, writings, runs Compiling a list of the most common contractions Analyzing compound words: daylight, everyone, someone, upon, sometime	Structural analysis Learning Aids: Word charts Word games Rhyming words "Listen and Do" records by Houghton and Mifflin Co. Picture word dictionaries Opaque projectors Overhead projectors Language books Spelling books Singing games	Understanding that the word or part of a word in which one vowel sound is heard is called a syllable Understanding that new words are formed by adding prefixes; example: im, un, dis, re Understanding that new words are formed by adding suffixes: y, ly, ful, ish, ness

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Reviewing word study skills previously met in reading principles of syllabification Reviewing nouns ending in y preceded by a consonant; form the plural by changing the y to i and adding es. Many adjectives and adverbs change y to i before a suffix; example: happy, happily Dividing words into syllables		

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will adjust rate of reading to purpose as measured by participation.	Answering specific questions related to selection read Telling briefly what story is about Organizing the main ideas of a story into proper sequence Reading fictional material at a more rapid rate than study material in which much re-reading is required Adjusting rate to change of purpose Reading (at faster rate) to find answer to question Reading (at speed rate) to find added details Reading (at slow rate) to enjoy as when reading poetry Reading (at slowest rate) to decipher science or mathematics or to follow directions	Reading for a purpose under guidance Learning Aids: Encyclopedias Storybooks Arithmetic books Science materials Films Filmstrips Worksheets Overhead projectors Control Reader (to increase rate and speed)	Maintaining and expanding the skills introduced in previous levels Recalling information accurately Recalling events in logical order Finding information to support judgment

ORAL READING SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will interpret the meaning in a story using correct diction and proper phrasing in a relaxed manner and with a pleasing voice as measured by participation and teacher observation.	*Listening to well chosen stories or poems read by the teacher or class member* *Reading from books stories which relate experiences similar to one's own* *Making and giving hand puppet shows* *Comparing facts and incidents read with those of one's own experiences* *Making up several endings to a story* *Reading many easy books for enjoyment*	*Reading for a purpose* *Learning Aids:* *Charts* *Library books* *Choral speaking* *Dramatizations* *Demonstrations* *Programs*	*Continuing development of learning initiated in previous levels* *Correcting poor speech habits* *Recognizing and interpreting different voice qualities in conversational part of stories*

STUDY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the pupils will write descriptive words, phrases, original stories and poems as measured by participation. Pupils will develop the ability to organize events in sequence as measured by participation.	Listening to catch the implications or feelings not expressed in words by the author Reacting appropriately to descriptive expressions: hot cocoa going to the circus a blue cap old and worn a warm smile Finding and using picture words: freezing weather action words: leaping frog feeling words: sticky mud Working with the dictionary to find words of multiple meaning: little, small cold, warm little, big rough, smooth Using the table of contents to locate the title of a story Finding main ideas and supporting details	Directed and independent activities Learning Aids: Word games Descriptive words Books (dictionaries) Charts Bulletin board displays Encyclopedias Maps Chalkboards Films Filmstrips Opaque projectors Overhead projectors	Maintaining and expanding the development of study skills introduced in previous levels Selecting the sentence which gives the main idea Associating story characters with the main idea Matching words with opposite meanings Matching titles with paragraphs Reading directions and carrying out instructions Answering specific questions relating to a story or an article Planning a bulletin board of reading materials Using subtitles in outline to aid recall Reading a map for locating information

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Defining the question, problem, or topic, such as: time, place, how, when, where Becoming familiar with the use of the Atlas, the World Almanac, maps and directories Using the encyclopedia to gather information and noticing guide letters, arrangement of material and indexes Learning to locate and use information through using the glossary, index, table of contents, and footnotes in science books		Becoming aware of the encyclopedia as a source of reference Using glossary to check on word meaning

LIBRARY SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will identify the simple parts of a book and their usage as measured by teacher observation The pupils will become aware of an arrangement in the library which follows a particular plan as measured by observation. The pupils will use knowledge of alphabetical arrangement in an index glossary, dictionary, and encyclopedia as measured by participation.	Selecting books related to personal experiences (hobbies, pets, travel) Choosing from a variety of books and reading material of personal interest Observing rules and following procedures for checking out books Using the best method for selling a book or giving an oral book report Alphabetizing according to first, second and third letter of words Using the encyclopedia to gather information and noticing guide letters, arrangement of material and indexes Discussing words showing sound, beauty, humor, mystery, mood and purpose while reading	Library activities Learning Aids: Films and filmstrips Books Library cards Word games Flannel boards Puppets Alphabet cards Magnetic boards (for scrambled words) Mimeographed sheets A reward system Charts and graphs (to record progress)	Extending library activities introduced in previous levels Practicing discrimination in book choice by examination Reading books for information as well as for pleasure Writing stories about books read

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
After much practice, the pupils will recognize syllable division as measured by teacher-made tests and participation.	Tapping out syllables of words from a study list; example: walking Pronouncing words in syllables Matching a list of words	Perception of the word as a whole before analysis Learning Aids: Pictures Recordings Filmstrips Bulletin board displays Word games	Strengthening the skills introduced in all previous levels Hearing and recognizing syllable division
After much practice, the pupils will recognize principles governing consonant sounds c, g, s and x; example: sound of x (ks) in expect, and x (gz) in exhibit as measured by teacher observation.	Making a list of words with initial consonant sounds such as t in ten, toy; b in boy, bee Making lists of words with identical initial beginnings and blends Listening to words beginning with initial consonant sounds as t in toy and b in boy, buy, bee Making a list of words that have varied meanings as: band, fly, ring Recognizing that c and g usually have soft sounds when followed by e, i, y as: cell = soft	Auditory and visual discrimination Learning Aids: Word games Display posters "Listen and Do" recordings by Houghton and Mifflin Co.. S. R. A. Kit Mimeographed handouts Magnetic boards (for scrambled letters) A reward system Charts and graphs (to record progress)	Hearing and recognizing syllable division

SECTION III. ADVANCED LEVEL OF INSTRUCTION

BUILDING A MEANINGFUL VOCABULARY TO MEET THE NEEDS OF THE PUPILS WITH LEARNING PROBLEMS IN THE REGULAR CLASSROOM

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will clarify word meaning through use of the dictionary or glossary as measured by teacher observation. The pupils will recognize the effective use of words: descriptive words, words with sensory appeal, and words with abstract meaning as measured by participation and teacher-made tests.	Learning to locate and use information through using the glossary, index, and footnotes in books Using the encyclopedia to gather information and noticing guide letter arrangement of material and indexes Using the dictionary to find words of multiple meaning Reacting appropriately to descriptive expressions: a new coat hot soup going to the dentist	Coordinating hearing, speaking and reading vocabularies Learning Aids: Textbooks Charts "Listen and Do" recordings by Houghton and Mifflin Co. Dictionary Encyclopedia Language kits	Continuing to strengthen the skills enumerated in previous level Recognizing antonyms Recognizing the relationship between words Interpreting words of multiple meaning Recognizing the affect of accent on word meaning Understanding the vocabulary of specific content area Observing the effect of phrasing Finding the key word in a sentence Interpreting implied meanings
The pupils will summarize the main points of a discussion as measured by teacher observation.	Organizing the main ideas of a story into proper sequence Picking out the details of a story to support the main events	Using experience and language charts Learning Aids: Charts, posters, Books, films, Field trips	Continuing the use of charts Organizing information Classifying materials

WORD RECOGNITION SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
Pupils will discuss that some words have silent letters as measured by participation.	Recognizing and discussing that after c or g, if the suffix begins with a or o, the e is retained to preserve the soft sound of c or g as: advantage, advantageous; change, changeable; service, serviceable Recognizing and discussing that in monosyllables ending with hard c, k is added, such as black, block, neck, etc. Recognizing and discussing that the consonant x usually has the sound of ks except when it is at the beginning of a word; example: box, mix, wax, relax, saxaphone; x like ks in box-voiced; x like gz in exact-voiced Recognizing and discussing that the consonant x usually has the sound of z when	Phonetic analysis Learning Aids: Charts Phonovisual charts Books Graphs Riddles Word games Chalkboard activities Roberts English Book Spelling books Rhyming words Filmstrips Pictures Crossword puzzles Dictionaries A reward system Mimeographed handouts Magnetic boards (for scrambled words)	Using hard and soft c and g Using auditory clues to determine the variant sounds of gh Extending the use of consonant digraphs; example: ph in telephone Understanding that all words are not phonetic Observing the influence of l on the preceding vowel

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	it is at the beginning of a word as in xylophone Discussing that in monosyllables ending in f, l, or s, the final letter is doubled when preceded by a single vowel such as puff, mill, miss; exceptions are if, of, as, has, clef, was, his, is, us		
After much practice, pupils will recognize prefixes and suffixes as syllable units as measured by participation and performance on teacher-made tests.	Recognizing and discussing rules for word structure as: A prefix is a word part joined to the beginning of a word or root to make a new word. Recognizing and discussing that a suffix is an ending which is added to a word root to form a new word Building new words by adding prefixes and suffixes as: cook, cooking, cooked; healthful, unhealthful	Structural analysis Learning Aids: Word charts Opaque projectors "Listen and Do" recordings by Houghton and Mifflin Co. SRA Kit Peabody Language Kit Worksheets Overhead projectors Games	Understanding prefixes and their meanings; example: mis (badly or wrongly); fore (at or near the front) Discriminating between accented and unaccented syllables Dividing words into syllables

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
	Identifying root words; example: playful, writing, runs *Analyzing compound words; example: someone, sometime* *Using possessive to indicate ownership* *Dividing words into syllables by sound as: trans-por-ta-tion* *Words of more than one syllable can be divided into parts.* *Words which have a vowel, consonant vowel pattern are usually divided between the consonants.*		

COMPREHENSION ASSOCIATIONAL ABILITIES

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will identify and evaluate character traits as measured by participation and teacher-made tests.	Analyzing story characters to see what makes them funny Oral reading of character parts from stories previously read Sensing the mood of a selection (sad, happy, humorous) Locating a specific fact and reading orally to prove a point Identifying types of stories as factual or imaginative; example: Tom Edison, Sleeping Beauty Holding discussion groups to discover what is meant by fact and opinion and how to distinguish between them Comparing statements of different authors about the same topic Adjusting rate to change of purpose	Reading for a purpose under guidance Learning Aids: Picture displays Books Resource persons Tapes Control Reader (to increase rate and speed) Stop watch (to check speed in reading) Charts and graphs (to record progress) A reward system	Maintaining and expanding the skills introduced in previous levels Identifying and appreciating elements of style Discarding irrelevant details Identifying and appreciating the author's style and purpose Distinguishing between truth and fiction

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupil will adjust the method of reading to his purpose as measured by participation and teacher observation.	Reading at fastest rate to find answer to a question Reading at speeded rate to find added details Reading at slow rate to enjoy poetry Reading at slowest rate to decipher science or mathematics or to follow directions Adjusting rate to change of material Reading fictional material at more rapid rate than study material in which much re-reading is required		

ORAL READING SKILLS

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
The pupils will set and maintain standards for good oral reading as measured by teacher observation. Pupils will combine and apply all oral reading skills with an aim to establishing and maintaining communication with an audience as measured by participation and teacher observation. Pupils will select and arrange poems for choral reading, read poetry in unison, and adapt voice to various parts as measured by participation and teacher observation.	Choosing from a variety of books and reading material of personal interest Observing punctuation marks by noting complete statements, questions, and breaks in thought Selecting books related to personal experiences (hobbies, pets, travel) Reading in many audience situations Using role-playing to demonstrate how to make an announcement	Reading for a purpose Learning Aids: Tape recorders Puppets Dramatizations "Listen and Do" recordings by Houghton and Mifflin Co. Mimeographed handouts Magnetic board (for scrambled words) Charts and graphs (to record progress) A reward system	Continuing development of learning initiated in previous levels Reading selected content from varied materials for the information of others Reading with increasing awareness of proper diction Arousing sensory images through rate of reading, tone of voice and facial expression Inviting critical analysis of reading content Making announcements with clarity and poise

STUDY SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will use chapter titles and selection headings as study aids as measured by teacher observation and tests.	*Reading for answers to problems in social studies* *How other people work and live*	*Directed and independent activities*	*Maintaining and expanding the development of study skills introduced in previous levels*
	Reading and analyzing arithmetic problems	*Learning Aids:* *Maps* *Graphs* *Charts* *Globes* *Dictionaries* *Encyclopedias* *Films* *Filmstrips* *Books* *Bulletin boards* *Newspapers* *Old magazines*	*Defining specific purposes for using reading*
Pupils will organize ideas through reading as measured by participation and teacher observation.	*Reading to gather facts from charts on scientific experiments*		*Using maps, graphs, charts, diagrams and tables*
	Reading for enjoyment		*Using the card catalogue*
	Reading to find directions		*Using dictionary skills: alphabetical sequence, guide words, pronunciations and definitions*
Pupils will use the encyclopedia to locate information as measured by participation.	*Reading to adjust rate and speed*		*Making simple outlines using Roman Numerals and capital letters*
	Organizing the main ideas of a story into proper sequence		*Using illustrations to clarify meanings*
	Learning to locate and use information through using the glossary, index, table of contents, and footnotes in the science books		
	Interpreting different types, capital and small letters etc. in material read		

Behavioral Objectives	Motivating Activities	Content Theoretical Base	Activities Practical Application
	Using word structural analysis to understand alphabetizing, word endings, contractions and abbreviations *Using guide words as aids in dictionary work* *Using the dictionary for meanings, syllabication, accents, homonyms, and synonyms* *Developing own dictionary from new word lists* *Alphabetizing according to first, second and third letters of words* *Using the encyclopedia to gather information and noticing guide letters, arrangement of material, and indexes* *Becoming familiar with the use of the Atlas, the World Almanac, maps and directories*		

LIBRARY SKILLS

Behavioral Objectives	*Motivating Activities*	*Content Theoretical Base*	*Activities Practical Application*
The pupils will distinguish between the types of information found in a dictionary and in an encyclopedia as measured by teacher observation. *Pupils will locate information independently as measured by participation and teacher observation.*	*Posting bibliographies for class use* *Examining various reference books to determine content* *Learning how to use the dictionary more quickly and correctly* *Checking one's self on automatic recognition of the order of the alphabet* *Learning how the dictionary is arranged in alphabetical order and that words are alphabetized throughout*	*Library activities* *Learning Aids:* *Newspapers* *Magazines* *Stop watch (to check speed rate in reading and locating information)* *Reader's Digest Reading Skill Builders* *McCall and Crabbs Standard Test Lessons in Reading* *Strang's Study Types of Reading Exercises* *Charts and graphs (to record progress)* *A reward system*	*Extending library activities introduced in previous levels* *Using the Dewey classification system* *Using the card catalogue efficiently* *Using reference books and materials to locate information on many types of subjects* *Studying and using the unabridged dictionary*

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